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general, serving to secure accurate and purposeful methods of work and also to show the relations which may be established between this work and everyday life.

A considerable variety of material is introduced and the problems are presented in the form of finished projects which are grouped under four heads: books, boxes, cards, and envelopes. These four types of problems involve a variety of processes including cutting, measuring, folding, pasting, gluing, sewing, punching, tying, and also the planning and application of suitable decorations.

The book also contains valuable chapters on the organization of courses, and on the purchase, distribution, and handling of supplies and equipment. The chapters are both technical and informational and give hints for correlating the work with other school subjects.

The volume itself is an excellent example of "paper and cardboard construction," being well printed and profusely illustrated. It will be a boon to grade teachers who are required to give instruction in manual training in the grades covered.

FRANK M. LEAVITT

UNIVERSITY OF CHICAGO

Social Forces. A Topical Outline, with Bibliography. By MRS. A. L. QUACKENBUSH. Portage, Wis.: Published by the Education Committee of the Wisconsin Woman's Suffrage Association. Pp. 83. \$0.15.

This text, prepared not for propaganda but for education in the problems of present citizenship, will be useful to teachers who want to know where to look for information, and how to direct others in the community who may come for suggestions. Its value for the layman as a select bibliography is great, and even the well-informed teacher will find himself much aided by the material here brought together. Some of the topics are "Government," "Labor," "Woman," "Educational Problems," "Lessons Other Countries Teach Us."

J. H. TUFTS

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A Text Book on the Teaching of Arithmetic. By ALVA WALKER STAMPER, Head of the Department of Mathematics, State Normal School, Chico, Cal. New York: American Book Co., 1913. Cloth. Pp. 284. \$1.00.

This volume is designed for those who are giving instruction or supervising the work in arithmetic in the elementary schools. It is especially designed for teachers new in the service.

The author devotes a small portion of his book to the history of arithmetic and to the reasoning involved in arithmetic. The chapter on "Preliminary Steps in Arithmetic" is especially helpful for the beginning teacher. Much emphasis is placed upon the principal operations in arithmetic. The application side of arithmetic as well as the place for algebra and geometry in the elementary school, as presented by the author, deserve special attention.

The author's views on lesson plans, course of study, character of problems, etc., will be of help to the reader. All in all, this book seems to be a very helpful guide to the teacher of arithmetic.

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